Searcy Kniffen

RDG 4402

27 March 2013

Lesson Plan 2

**4th Grade Social Studies TEKS:**

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue, topic, historical event, or current event

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

**4th Grade ELA TEKS:**

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) summarize and explain the lesson or message of a work of fiction as its theme; and

(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

**Materials:**

*Kat Kong* by Dav Pilkey

*The Librarian of Basra* by Jeanette Winter

K-W-L Chart

Fishbone Main Idea Chart

Fishbone Cause and Effect Chart

Flash Scrabble

**Activities**

-Introduce *Kat Kong*.

-After a brief introduction, complete K-W-L chart with student before reading.

-Read *Kat Kong* aloud.

-Discuss K-W-L chart and fill out the L portion after the reading.

-Introduce *The Librarian of Basra*.

-Read aloud of *The Librarian of Basra*.

-Discuss and fill out the “Cause and Effect” fishbone chart.

-Discuss and fill out the “Main Idea” fishbone chart.

(These two charts were found on the Scholastic website and are simply lines that make up a diagram that resembles fish bones. The diagram is blank and filled out by student.

Play a few rounds of Flash Scrabble if time allows.